

## 4-H National Headquarters

### *Program of Distinction*

## Louisiana State 4-H Youth Leadership Boards

### Abstract

The Louisiana 4-H program is committed to developing leadership skills in youth by providing opportunities for youth voice. One of the methods in which leadership skills are developed and enhanced is through the State 4-H Leadership Board experience. These Leadership Boards give youth the opportunity to work together on a common focus, develop leadership skills and enhance statewide 4-H programs. Five statewide youth boards are offered and engage 125 youth on an annual basis as well as numerous adult volunteers and professional 4-H faculty members. Program evaluations indicate that 100% of participants were able to think independently and have a positive feeling about their future. Ninety-seven percent (97%) increased their subject matter knowledge related to the Board they served on; mastered leadership skills, and improved their ability to communicate with others.

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### Program of Distinction Category

Leadership, Citizenship and Life Skills - *Leadership Development*

Youth in Governance - *Youth & Adult Partnerships; Youth Decision-Making;*

*Youth Action; Youth in Organizational Governance; Community Engagement*

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## Sources of Funding

All of the State 4-H Youth Leadership Boards receive financial support from the LSU AgCenter Administration and Department of 4-H Youth Development. Additionally, some of the board received grant funds dependent on their scope. The State 4-H Food & Fitness Board received funds as part of the Walmart Healthy Living Grant. The State 4-H Citizenship Board received funds from the Operation Military Kids project and the Louisiana State Legislative Character Development project.

## Knowledge and Research Base

Through youth development programs, such as 4-H, young people are provided with opportunities to develop the competencies they need to become successful contributors within their communities (Pittman & Wright, 1991; Politz, 1996). However, to have an exceptional youth development program, youth need to become empowered, make informed decisions, engage in actions based on their informed decision, and feel that they have the ability to make choices that affect their lives (Pittman, 1991).

In the field of youth development, adults commonly organize and implement projects; however, youth rarely get involved in the decision-making process (Kothari, 1996). Youth are perceived as lacking the maturity to effectively contribute to the program. Still it is critical that youth are included in the design of the program because they understand the needs and desires of their peers and the manner in which they can be reached (Kothari, 1996; Laidlaw Foundation, 2001). In addition, youth gain valuable skills from being included in the decision-making process, while the organization and the community benefit from the programs that the youth create (Kothari, 1996).

In the 4-H youth development program, youth have the distinctive opportunity to influence the success of various parts of the program (Astroth, 1996). 4-H State Leadership Boards provide an excellent and rare opportunity for youth to influence the outcome of program objectives and activities. According to Astroth (1996), opportunities, such as youth leadership boards, challenge prevailing negative beliefs about youth empowerment in the decision-making process; furthermore, they promote youth empowerment through high expectations for youth. However, Camino & Zeldin (2002) pointed out that youth empowerment reflects the fact that youth rarely can, or should, go it entirely alone. When adults serve as partners to the youth, youth gain the support and power that help them achieve both their individual and group goals. Fox et al. (2003) found that when 4-H alumni were asked to identify the most important thing learned through the 4-H Club experience, leadership skills were often alluded to.

In an attempt to move the definition of youth development programs beyond just defining them as programs that facilitate youth development, Roth and Brooks (1999) identified three features: program goals, atmosphere, and activities. According to their findings, these three features distinguish youth development

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programs from other types of youth programs in the literature. Therefore, program goals and atmosphere characterize youth development programs. It was found that youth development programs see their mission as more than building youths' specific competencies - they hold broader developmental goals. In addition, program atmosphere also seems to be significant. Thus, youth development programs look to enhance not only adolescents' abilities but also their confidence in themselves and a belief in their future, their character, and their relations to and with other people and organizations by creating belonging environments where youth can feel empowered and supported (Roth & Brooks, 1999).

Dworkin et al. found that high school age adolescents see themselves as the driving force of their own development. This suggests that adults' focus needs to be directed, not at teaching youth, but helping them teach themselves. Dworkin et al.'s findings support the results of McLaughlin (2000) that indicated that effective programs for youth are youth-centered and provide a framework in which youth take responsibility in the decision-making process. Kohn (1994) observed that youth acquire a sense of significance from doing things that are important and being active participants in their own instruction. Leadership Boards effectively help youth develop skills through actual practice not through control or domination by adults. Therefore, adults cannot assume that our approach to planning meets youth's needs. In many regards, the needs and preferences of youth are different than that of adults (Frank, 2006). In fact, there is evidence that conventional planning is failing our young people (Frank, 2006; Meucci & Redmon, 1997). Some researchers indicated that organizations planning their programs based on the desires and preferences of adults make youth feel disconnected, alienated, unsupported, and unacknowledged by adults within the organization (Newsome & Scarela, 2001).

## Needs Assessment

There are many reasons why it is critical to engage youth in the decision-making process. The fact that youth are affected by an organization should give them the right to a voice in how it is run. By giving youth a voice, they develop critical social and leadership skills (Kothari, 1996; Laidlaw Foundation, 2001; Pittman & Wright, 1991). Furthermore, by allowing youth to have a voice, we tap into the unique perspective and abilities of youth. Youth bring creativity and energy to the program. Overall, we are equipping youth with the tools they need to become more active members and citizens in their community and create a culture of youth involvement throughout the organization (Laidlaw Foundation, 2001).

The State Leadership Boards were established to ensure that youth are included in all facets of the Louisiana 4-H Youth Development Program. Enrollment trend data including membership numbers and project areas have provided important information regarding retention and project interest. Due to the significant decline in teenage 4-H members, the State 4-H Program wanted an avenue to better engage high school level youth. By engaging youth on these State Boards, youth are given a voice and role in needs assessment, program

development, implement and evaluation. Through self-identified needs, youth serving on the boards have a voice in planning a program that reaches their needs and goals. In this process, youth have indicated that they feel true ownership of the program. Through their service, board members serve as role models for younger youth helping them become aware of the opportunities within 4-H and encouraging them to remain involved in 4-H program.

State boards provide an opportunity for teens to take true leadership roles within the 4-H program. The Leadership Boards have expanded to include subject matter boards such as Food and Fitness, Science Engineering and Technology and Citizenship. Each board has a uniform and is asked to speech and serves at a wide variety of events including School Board Superintendent Breakfast, Regional 4-H Events, 4-H Day at Capital

The Louisiana 4-H Youth Development Program understands that it is critical that youth are included in the program creation, planning and implementation because they know what their peers need and how to reach them successfully. Youth benefit from the learning process of being involved and planning programs, and they develop a sense of ownership and consecutiveness with the organization (Kothari, 1996). It also entails taking risks and working together with youth to accomplish the mission of the organization (Fletcher, 2002). When an organization practices youth voice, it allows opportunities for youth to take on the responsibility of an adult role, which they are getting prepared for later in life.

To insure that youth have a voice and develop critical skills associated with the board, each board administers a needs assessment. These instruments provide valuable information on how the board can support youth voice as well as design programs to support leadership skills in youth.

## **Program Goals and Objectives**

The Louisiana 4-H program is committed to developing leadership skills in youth by providing opportunities for youth voice. One of the methods in which leadership skills are developed and enhanced is through the State 4-H Leadership Board experience.

These Leadership Boards give youth the opportunity to work together on a common focus while developing leadership for statewide programs. The youth serving on these boards are given the opportunity to openly express themselves and provide valuable leadership and guidance to the positive direction of the 4-H program. Overarching program goals and objectives of the five boards are:

1. To increase the leadership skills of teens from across the state.
2. To assist with the development of educational programs that provides opportunities for:
  - A. To promote the development of character building.

- B. To expand technical, subject matter knowledge relative to the respective board.
- C. To apply the leadership skills learned on the boards to enhance local 4-H programs and communities.
- D. To increase youth voice in the state 4-H program.
- E. To increase communication skills.
- F. To increase engagement and retention of teens in the 4-H program.

The program goals were measured by the State 4-H Leadership Boards survey administered at the conclusion of their service on the board.

## **Target Audience**

The primary target audience for the board experience is youth ages 13 to 18 years of age that are members of the 4-H Club program. The members of the board represent a wide range of teen demographics including geographic location (rural, suburban and urban), gender, and race (African American, Anglo, and Hispanic). Dependent on the scope of the board, recruiting is focused on youth in the given age group with special interest in leadership; nutrition and fitness; fashion; science, engineering and technology; and citizenship.

## **Type of Program**

The leadership boards can be described as Special Interest – group of youth meeting for a specific learning experience and 4-H Overnight Camping Program – an Extension planned educational experience with group living in the out-of-doors that provides youth with the opportunity to be away from home at least one night.

## **Delivery Methods**

The Louisiana State Executive Committee consists of the state officers, regional representatives who are elected by their 4-H peers, and National Conference Delegates. The board's structure allows for youth to become involved in the decision-making process while also allowing for successful youth-adult partnerships. These partnerships create a team atmosphere and prove that being a team player is not limited by one's age. The 4-H Executive Committee members serve as youth representatives on all state committees. The youth have the same voting power as adults on the committees and provide a perspective that is crucial in developing programs that are appealing to young people. The 4-H Executive Committee focuses on providing leadership to statewide activities such as 4-H Junior Leadership Conference and 4-H University and coordinating the state wide service-learning project. Executive Committee members are involved in making decisions about contests, programs, and speakers for 4-H University, an event that reaches over 1500 teens from across the state. During 4-H University, Executive Committee members preside over assemblies and conduct officer elections.

State Leadership Board Members for Citizenship, Fashion, Food and Fitness and SET Boards are selected through an application and interview process that indicates their experience and interest in their chosen areas. Each board is

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responsible for hosting a state camp for 4-H members, conducting quarterly business meetings and marketing, and each board plays a major role in planning, conducting, and evaluating the state's largest activity, 4-H University. Also, board members are trained and encouraged to plan regional and local activities throughout the state.

In support of the National Citizenship Mission Mandate, the Citizenship Board focused on three major areas: character development, military family support and service-learning. The board begins their year with a summer board meeting that fixes special interest educational programs and tours with business meetings. With the focus areas on character, military families and service, the group has subcommittees which address these issues statewide with special projects. An example of a project would be to sponsor a statewide service-learning project that all parishes can participate in. A major event that the board is engaged in is a Citizenship Camp designed to reach 7<sup>th</sup> through 9<sup>th</sup> grade youth in promoting citizenship efforts.

The Fashion Board focuses on the 4-H Textile and Apparel Program and serves as its advisory group. The board begins the year with a field study trip to explore careers in fashion and related industries. The group then applies this knowledge each year as it plans and conducts several events. A major event is the Fashion Review which is held during 4-H University. The show provides a practical application and features fashion review contestants modeling the garments they have selected for the contest. The Fashion Board also conducts a Fashion Camp for younger 4-Hers and volunteers that teaches youth about fashion and textiles and encourages them to take what they learned back to the parishes.

The State Food and Fitness Board's goal is to learn about and promote healthy lifestyles through a variety of activities while developing leadership skills in board members. The group plans and promotes food/fitness educational programs that provide opportunities for the development of life skills, and increases knowledge of food, nutrition, health and wellness. The Board conducts a statewide fitness camp for younger 4-Hers and volunteers each year that reaches more than 75 youth. The group also explores careers related to nutrition, dietetics, food science and related fields, and teaches food/nutrition lessons in their regions.

In response to the National SET initiative, Louisiana broadened the scope of the existing Technology Board and established the first State Teen Leadership SET Board. This board was developed to give teen leaders the opportunity to lead the state in science, engineering, and technology within 4-H. The board was given training in video, photography, rocketry, robotics, service learning, and GIS mapping. One of their first activities was planning and conducting the SET educational track at a summer camp for 7th and 8th graders.

An event that all the boards work together to develop, implement, and evaluate is the 4-H Junior Leadership Conference. The conference provides the opportunity for diverse groups of youth to develop their leadership and teamwork

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skills. The conference features a variety of workshops focused on leadership development, communication, teamwork, service learning, youth-adult partnerships, and time management. A key element of the Louisiana 4-H Junior Leadership Conference is the youth-driven focus. Youth decide what's offered, preside over the sessions, and teach all the educational workshops.

Throughout the year, all board members are offered opportunities for recognition and celebration. In the fall of each year, LSU dedicates one football game as a 4-H recognition game. For this game, board members are offered the chance to participate in a pre-game show in which they display 4-H flags on the field as a 4-H promotional video is shown on the large screens. In the Spring/Spring, the State 4-H program hosts 4-H Day at the Capitol in which 4-H members are recognized on the State Capitol's steps and visit with elected officials. In conjunction with this function, state board members are invited to dinner at the Governor's Mansion. In an effort to celebrate the many accomplishments of the boards, end of the year trips are conducted. Trips range from white water rafting for the executive board to the fashion board exploring the fashion industry in New York.

## Curricula and Educational Materials

A variety of curricula and other experiences are utilized to provide the educational framework for the Boards. Several of the Boards use the "Step Up to Leadership" and "Service Learning" curriculums provided by National 4-H Council to help youth develop an understanding of themselves as leaders, how to apply their leadership skills in a team setting and assist them in indentifying opportunities to practice their leadership at a state and local level. The Executive Board then supplements this with participation in a low and high ropes course experience where teens develop their communication and problem solving skills.

Technical resources are used with the groups to provide specific information:

### **Citizenship Board:**

Speak Out for Military Kids – is a curriculum focusing on military kids issues

Exercising Character in Schools –is interactive lessons and activities for teaching the Six Pillars of Character and decision making.

GivaGeta...Give a Smile –is an interactive toolkit to help improve school climate and culture with positive tools for educators

Service-Learning 4-H CCS (Agents of Change and Raise Your Voice) - engages young people in actively giving back to the community and reflecting thoughtfully on the implications of service.

LSU AgCenter Resources – are curriculum guides that provide a background on service-learning cycle, needs identification, youth voice, preparation and planning, meaningful service, evaluation and reflection.

### **Executive Board:**

Step Up To Leadership – helps youth learn the dynamic process of leadership. Mentor guides include background information, interactive activities and real life experiences in relationship building, communication, group process, and planning and organizing.

Robert's Rules of Order - is a guide to smooth, orderly, and fairly conducted meetings.

### **Fashion Board:**

Women's Wear Daily

Unit Method of Clothing Construction is a classic text on dressmaking by Phyllis Brachelsberg & Ruth Marshall from Iowa Association of FCS.

Ready to Wear: An Expert's Guide to Choosing and Using Your Wardrobe is a personal image, professional dress and business casual resource by Mary Lou Andre.

Textile Identification Manual with Textile Collection by Kathryn Hatch, University of Arizona, and Textile Fabric Consultants, Inc. serves as reference for textile identification.

### **Food and Fitness Board:**

Health Rocks!® is curricula for a healthy living program aimed at 8 to 14 year olds focused on bringing youth, families and communities together to reduce tobacco, alcohol and drug use.

Smart Choices – is LSU AgCenter curriculum that focuses on making healthy choices in a variety of nutrition and fitness areas.

Media Smart Youth – is a curriculum provided by U.S. Department of Health and Hospitals

### **SET Board:**

The Virtual 4-H Filmmaking Studio & Workshop is the online space to find tools and resources about video production and "how to make your own film".

Aerospace Adventures – is National 4-H Curriculum that features the awesome experience of flying an airplane, launching a rocket, conquering space and becoming an astronaut or pilot comes alive as youth explore Aerospace Adventures.

4-H Youth Development 4-H Junior Leadership Program – is a Clemson University curriculum that helps youth share in the fun as they learn the dynamic process of leadership.

## **Teamwork and Collaboration**

Collaborators for the boards include:

- LSU AgCenter Administration – served in an advisory role
- Operation Military Kids – provided training and funding to support board efforts
- Louisiana Legislature – provided funding through Character Development funds
- Louisiana Bankers Association – provided funding for Junior Leadership Conference
- LaHouse – provided facility and training for environmental service
- Ag Communications – provided training and support in developing marketing pieces
- Collegiate 4-H – provided volunteers and support for training youth
- Rouses' Market – provided educational resources and training

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- Great Harvest Bread Company – provided educational resources and training
- KLFY TV10 – provided marketing outlet
- LSU School of Human Ecology – provided educational resource
- Louisiana State Parks & Recreation – provided use of facilities
- School of Human Ecology – provides expertise for the Food and Fitness and Fashion Boards
- State FFA – provides assistance with parliamentary procedure
- Wal-Mart Foundation – provides financial assistance for Food and Fitness Board

## Program Evaluation

### a. Methods

Both process and outcome evaluations have been used to support and develop the youth leadership boards. The evaluation methods employ a participatory evaluation approach in that teens and board sponsors have a strong voice in the instrument design, data collection and reporting. A State 4-H Specialist analyzes the data and reports back to the designated board or group. Progress toward and accomplishments of these results are reported annually through the State 4-H Portfolio System and the State 4-H Report.

### b. Process Evaluation

There are two distinct foci for the process evaluations: One focused on the board experience and the other focused on events. The evaluations for leadership boards are participatory in nature with youth providing the leadership for the evaluation. During board meetings, members are asked to reflection upon their board experience through focus groups, comment sheets and interviews. Information gathered is utilized by the board sponsors to insure that the youths' needs and the board objectives are being met.

The other process evaluation focuses on events put on by the board as well as providing input for statewide 4-H events. In the case of board-sponsored events, two types of evaluations are usually employed: end of event evaluation by program participants and debriefing by board members. The information yielded in these evaluations is used for program improvement. The second type of process evaluation comes in the form of advisory committee input by youth. State 4-H Leadership Board members serve on a variety of State 4-H Advisory Committees such as 4-H University, 4-H Foundation and 4-H Camp. During these meetings, youth are given a voice both to determine program direction and program improvement.

### c. Outcome Evaluation

Two major outcome evaluations have been conducted including the Leadership Board Exit Survey and the 4-H University Communication Survey. The Leadership Board Exit Survey is a mixed method survey that includes board experience rating, board impact, and demographic information (board, membership

years and leadership experience). Board impacts were collected using a scale of strongly disagree, disagree, not sure, agree, and strongly agree. The Leadership Board Exit Survey is conducted every year to all board members at the conclusion of their board service. Over the last three years, the response rate has been ranged from 33% to 39% distributed across the variety of boards.

Over a three year period, a census of board members has evaluated their State Leadership Board experience through an online survey. Results of their participation in the online survey regarding their State Leadership Board, youth who have served on the board has indicated the following:

- 99%-100 increased their knowledge of 4-H opportunities.
- 98%-100% mastered skills related to the Board they served on.
- 98%-100% were able to think independently.
- 99%-100% had a positive feeling about their future.
- 97%-99% increased their subject matter knowledge related to the Board they served on.
- 97%-99% mastered leadership skills.
- 97%-98% improved their ability to communicate with others.

In the following qualitative statements youth shared about their Leadership Board experiences:

"I met so many new people and I felt that my voice and ideas were really heard. It was the greatest leadership experience yet."

"The lessons I learned have helped me to lead my club in a positive direction."

"I had the opportunity to help out my parish's 4-H program from my knowledge gained from the board. This includes using my leadership skills, teaching younger students about my experiences on the board, and using my public speaking skills that I attained from the board by serving as a junior leader at parish events."

As a result of leadership opportunities, teens develop life skills such as teamwork and responsibility and are provided opportunities to develop a sense of belonging, mastery, independence, and generosity. Eighty-six percent of the youth that participated in the Louisiana State Executive Board rated their overall experience at 4-H Summer Board meeting as good/excellent.

When youth were asked, "How do you see your leadership role on the State 4-H Executive Board making a difference within the Louisiana 4-H Program?" youth responded:

- "By being on this board--I AM 4-H, as a leader I am leaving a ladder of success for future 4-Hers and executive board members all over the State of Louisiana."
- "I believe that I can take the activities that we participate in at meetings back to my parish. By doing so, others will have the opportunity to learn the same things."

- “I seem small, but I have a great effect on decisions. I remember it only takes one vote.”
- “I see myself bettering my community with the experience I've gained through 4-H.”

The second outcome evaluation was the 4-H University Communications Skills survey administered in 2009. The target population (N=81) were participants in the following state boards; Executive, Food and Fitness, Fashion, and SET for a return rate of 69%. On a six-point likert scale, board member mean scores ranged from 4.5 to 4.8. Detailed results of this survey are found in Appendix 1.

#### d. **Communication to Stakeholders**

Outcomes are communicated to stakeholders through various means. Written reports, board driven newsletters and articles are made available to all audiences through written media as well as web delivery. Written factsheets and/or punch cards are available to enhance oral reports presented at events such as 4-H Presentation to LSU Board of Supervisors, 4-H Presentation at Louisiana School Superintendent's Convention, and at the Louisiana Policy Jury Conference. The outcomes are also included in the Annual State 4-H Report. Each board has a uniform and is asked to speech and serve at a wide variety of events including School Board Superintendent Breakfast, Regional and Statewide 4-H Events such as 4-H Day at Capital. At the Junior Leadership Conference and 4-H University, each board showcases and promotes the benefits of the board to peers to better publicize and encourage engagement.

### **Evidence of Sustainability**

The State 4-H Executive Board has been established for approximately 25 years. The Fashion Board and the Food and Fitness Board Leadership Boards have been in existence for the past 15 years. The Science, Engineering and Technology (SET) Board has been around for the past 10 years. This year is the first year for the Citizenship Board. With the addition of each board, the financial support needed to function has remained constant over the years meaning decreased funding for each individual board. However, youth have felt so strongly about the boards that they have lead fundraising efforts that support the board functions. Through these funding and advocacy efforts, youth have developed ownership for the boards promoting its sustainability. Grant funding has also been secured when aligned with the mission of the boards. Beyond financial support, the boards are supported by staffing both paid and volunteers. Youth recruitment and engagement of board alumni has help to sustain the board efforts.

### **Replicability**

The State 4-H Leadership Boards have grown out of the concept of a single State 4-H Executive Board. Today, the State 4-H Leadership Boards include the newly established Citizenship Board, the Fashion Board, the Food and Fitness Board and Science, Engineering and Technology (SET) Board. Developed out of an interest expressed by youth, these boards were all created using the blueprint

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developed through the State 4-H Leadership Board. To date, many parish 4-H programs have developed Leadership Boards to help foster the development of youth leadership, career preparation and community action. Not only has this effort resulted in additional leadership boards, the boards have had a multiplier effect with additional training, resources and programming expanding to regional and parish programs. Youth often provide programming at local events that mirror the subject matter they learn by being part of a board. The Leadership Board efforts are not limited to Louisiana. Youth from Louisiana have shared the Leadership Board structure with youth from across the nation at the Southern Region 4-H Teen Leadership Conference, National 4-H Conference and National 4-H Congress.

## **Rationale and Importance of Program**

Through Leadership Boards, youth get connected to a larger context than their immediate circle. Through leadership development, youth can be part of community building becoming change agents for the future (Nitzberg, 2006). A challenge underlying this approach is to help communities engage youth in change efforts that are meaningful to them. The State 4-H Leadership Boards expose youth to the leadership development experiences they need to develop youth voice and ownership within the 4-H youth development program. In doing so, youth are expanding the ways that they influence organizational opportunities and community behavior. Through leadership boards, youth can develop, enhance, and use leadership skills to influence change.

## Appendix 1: Additional Leadership Board Evaluation Results

### Statewide 4-H Youth Leadership Boards Survey Results

Data was also collected using a paper survey that was administered at the conclusion of a statewide teen event entitled, 4-HUniversity. In many of the facets of 4-H University, youth are given the opportunity to display communication skills through various activities including competitive events such as judging, public speaking, and demonstrations. Youth that serve on state boards, which include Executive Board, SET (Science Engineering and Technology) Board, Fashion Board, and Food and Fitness Board also have an opportunity to develop communication skills through various programs and projects. This study was designed to gather information from youth regarding the effectiveness of the 4-H University programming in meeting the goal of communication mastery. The target population (N=81) were participants in the following state boards; Executive, Food and Fitness, Fashion, and SET.

The survey was "4-H University 2009 Communication Skills Evaluation." It was comprised of 12 items and utilized a six-point Likert type scale (1=Not at all, 2=Just a little, 3=Somewhat, 4=Moderately, 5=Quite a lot and 6=Very Much). The surveys were completed by participants and returned to their 4-H Agents. Subsequently the 4-H Agents returned completed surveys to the researcher. Fifty six (69%) surveys were completed and returned.

Results of the evaluation for the boards are found in the table below.

Type of Board	Mean	N	Std. Deviation
Executive	4.59	19	.93023
Food and Fitness	4.59	15	.62868
Fashion	4.81	12	.75556
SET	4.68	10	.88349
Total	4.65	56	.79612

### Junior Leadership Conference Evaluation Results

At the Louisiana 4-H Junior Leadership Conference, youth participants aren't only learning about leadership they are practicing leadership. This year over 250 youth from 62 parishes participated in the Louisiana 4-H Junior Leadership Conference. As a result of participating in the State 4-H Junior Leadership Conference, youth participants indicated the following: 87% broadened their knowledge of new areas and projects in 4-H; 89% increased their knowledge of leadership, 87% developed their skills as a leader, 86% feel more confident in their leadership ability, 86% are motivated to share the information about 4-H with others in their area, 91% are motivated to expand their leadership role in 4-H, and 87% broadened their knowledge of new areas and projects in 4-H.

Each board also plans and implements statewide camping experience for younger 4-H members as well as service efforts. These camping experiences offer youth opportunities to gain mastery in a project area, as well as gaining independence through the camping experience.

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## Appendix 2: State 4-H Executive Board Newsletter Article Samples

**Rovin' Clover** is a quarterly newsletter written and produced by 4-H members from across Louisiana. Articles are truly engaging and are written by youth for youth. Topics include personal testimonials and experiences of 4-H members, details about past and upcoming 4-H activities, and information on 4-H opportunities on the regional, state and national levels.

### 4-H GOES GREEN THIS NATIONAL 4-H WEEK

*Hey everyone! National 4-H Week was celebrated from October 5, 2009 to October 9, 2009. This year, our wonderful theme is "4-H Goes Green." By going Green, 4-H works hard to save our environment and create environmental friendly approaches to our great club. All across the nation, 4-H members decorated their schools, offices, and local businesses with the admirable clover and of course the vibrant hue of green. For example, Lafayette High School in Lafayette, La, adorned their school with cups forming 4-H symbols, green streamers, wire wrappings around post, balloons on the ceilings, clovers everywhere, and posters informing viewers of the huge national celebration on columns. In addition, this year Papa John's pizza places held the statewide 4-H Day. Customers who presented 4-H coupons were able to get money off of their purchase, and make contributions to the state 4-H Club. Part of the earnings made off of 4-H sales would be sent to the state club. By broadcasting our spirit for our beloved 4-H club, we show passion and devotion for 4-H. Let us not forget that we can celebrate 4-H everyday, popularizing our dynamic club. National 4-H Week was a huge success and we thank all who expressed their green spirit. As we say in French, "Laisser les bons temps rouler et rappellent toujours montrer votre fierté verte pour 4H!!!!"*

Jonathan Thibeaux, State Parliamentarian

### STATE BOARDS ATTEND SOUTHERN REGION TEEN LEADERSHIP

*Every October you hear the same words Trick or Treat, but this October was about how many new people Louisiana 4-H members could meet. Twenty-seven students from across the state and six adults traveled to Crossville, Tennessee October 8th to 11th for the Southern Region Teen Leadership Conference (SRTLTC), with five other states. Louisiana had the third largest delegation there. Each student received a certificate in recognition of eight hours of Leadership and Youth-Adult Partnership Education. Everyone was allowed to pick five workshops out of twenty-two from The Look of a Leader, to Health Rocks, Teens Against Tobacco Use, Service Learning, and Sew 'N Lead. We also had the opportunity to learn new games such as KEYS, and GaGa 101. Louisiana learned many interesting things and also participated in the camp service learning project; Operation Foster Kids, which included hand-made pillows, coloring books, and many other things that we knew, would make a difference. Throughout the week we compared state 4-H programs hoping to make Louisiana the best. From the introduction of our state, our rival with Florida Gators, education activities, team building, and memories that will last a lifetime, Louisiana was able to make a difference, gain knowledge, and show their dedication to the 4-H Program.*

Victoria Arnold, Northwest Regional Representative

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## **Appendix 3: Statewide Service-Learning Project Flier developed by Deanna Jason, Citizenship Board Member**

### **Ronald McDonald House Fundraiser**

This year, clubs are asked to participate in the 2009 statewide combined environmental and health care service-learning project by taking part in club competition! Beginning on September 1st, clubs should start collecting aluminum cans or pop tops and taking them to local recycling centers for payment. What is collected and how it is done is up to each club.



The money that is collected in the northern regions can be sent to the Monroe Ronald McDonald house and the southern regions can send it to the Ronald McDonald House in New Orleans. Records should be kept of the weight of the aluminum turned in and of the amount of money donated. Each parish may decide how this information will be reported to Dr. Janet Fox or to Julie Barrios, president of the Citizenship Board. Agents may collect each club's totals monthly and submit this or may provide contact information to club leaders and encourage regular reporting. We will be putting these amounts on the Citizenship Board website so clubs can keep track of their progress. Final donations must be made before May 1, 2010 to be considered in the contest. The club and the parish that collect the most will be recognized at 4-H University.

**WE CHALLENGE EACH PARISH TO COLLECT ONE MILLION SODA CANS (or pull tabs). CAN YOU BEAT THE GOAL?**

### **Places to Recycle in Louisiana**

<http://www.deq.louisiana.gov/portal/tabid/186/Default.aspx>

### **Information to help put the "learning" in service-learning**

The 4-H Original Green Website: <http://www.4htheoriginalgreen.com/>  
Aluminum recycling: <http://www.dnr.state.oh.us/tabid/17846/Default.aspx>

### **Facts on Recycling**

- It takes 12 to 20 times more energy to make Aluminum from bauxite than to make it from recycled aluminum.
- Using recycled aluminum produces 95 percent less pollution than making aluminum from virgin ore.
- In 2000 there were 100 billion Aluminum cans made and only 54.5 percent of them recycled. In 1992 the recycled percent was 65. If we keep letting the percent of recycled aluminum rollercoaster our planet will be in trouble.

### **Ronald McDonald House Information**

Ronald McDonald House Charities: <http://rmhc.org/>

Ronald McDonald Houses are built near pediatric hospitals and provide a place for families to stay during a child's hospital admission. These houses bring families together during difficult times. The houses are made possible through the support of volunteers and donors. The average cost to operate a room in a Ronald McDonald house is \$50-\$100 each night. Families are asked to contribute only \$5-\$25 per night only if they can afford to pay. We have two Ronald McDonald Houses in Louisiana. One is in Monroe and the other is in New Orleans. To learn more about our local Ronald McDonald Houses, you may visit the websites below or contact them directly.

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## Appendix 4: Junior Leadership Conference Information

2010 Junior Leadership Conference  
March 26-28, 2010  
Camp Grant Walker

### This Year's Theme is: JLC Road Trip! Going the Extra

Track Choices Rank them 1-3(1 – 1<sup>st</sup> choice, 2 – 2<sup>nd</sup> choice, 3 – 3<sup>rd</sup> choice)

#### **SET:**

Get "SET for the road ahead" with the science, engineering, and technology track at JLC. Have you ever wanted to create and star in your own short video? What about building your very own Lego city? If the answer is yes, then join us in the SET track for some fun-packed, hands on activities! Get ready to get lost in the world of Science, Engineering, and Technology.

#### **CITIZENSHIP:**

Did you know that in some parts of Louisiana it is illegal to gargle in public places. Also, one could land in jail for up to a year for making a false promise. These may be silly laws, but as a citizen of Louisiana we responsible for knowing and following these laws. Join us as we become citizens of our own town. We will have our own mayors, policemen, and laws. This is a great chance for you to learn just how important your role as a citizen is.

#### **HEALTHY LIVING:**

The healthy living track entitled "Pit Stop" will give 4-H members the opportunity to participate in fun and interactive activities. The activities will be hands on and team oriented. The program will require the teens to use their critical thinking and decision-making skills while learning to make healthy lifestyle choices and better their homes and communities.

#### **METHOD DEMONSTRATIONS:**

Learn how to create your billboard at JLC. The way we present ourselves and what we stand behind are crucial aspects to be learned. In the Billboard Track we will focus on how demonstrations work from the start all the way through until presenting the final project. Delegates will explore the different aspects of a demonstration such as what to include as speaking topics/points, how to create an eye-catching poster, speech memorization, posture/body language, and then actually making a demo plan and putting it into action. Within the tracks we will split into smaller groups to focus on the different areas. We will create a video for agents to use to show delegates what is expected for a winning presentation before the teaching began.

#### **LEADERSHIP:**

Before you become a leader in your community, you must first find the leader within yourself. "Taking the Wheel," a leadership track at JLC, will help delegates to find out what kind of leader they really are and how they would best benefit their own communities. Hands-on activities, combined with demanding and exciting challenges, will bring out the true leader in all participants in their road trip to success.

#### **CAMP COUNSELOR TRAINING:**

The camp counselor role is a very important role in the 4-H program. Once prepared to serve in this important leadership role, many opportunities ranging from 4-H camp counselor, day counselor, and field trip counselor to presenting educational workshops will be available to you. Through this training you will learn and develop individually and in turn help to teach and guide others. A good teen leader or counselor is an asset of the 4-H Youth Development program. This program is designed to help with the leadership development you need to serve in the role of camp counselors.

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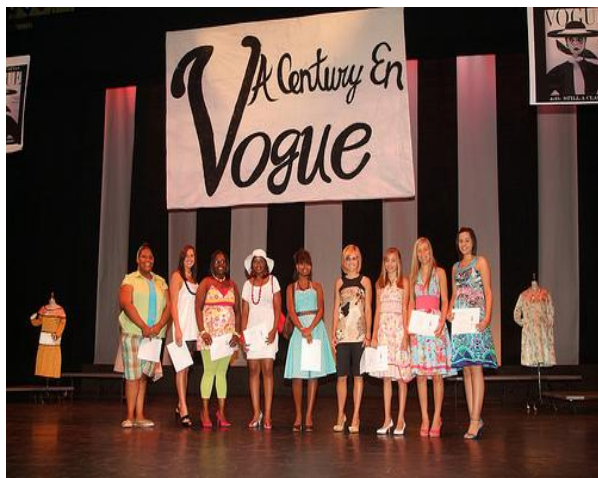
## Appendix 5: Night at the Governor's Mansion

The sixth annual 4-H dinner at the Governor's Mansion was held Tuesday, June 2<sup>nd</sup>. Participants included state 4-H officers, Executive Committee 4-H members, Fashion Board, Food and Fitness Board, and Science, Engineering, and Technology Board 4-H members. The 60 participants were treated to a dinner sponsored by TJ ribs for their participation and leadership in one of the state 4-H boards. The Governor's Mansion staff provided an educational tour of the Mansion along with some extras for dinner honoring the 4-H members attending the event. Each board presented an update of their 4-H programs conducted during the year. Evan Bergeron, former state 4-H President and aide to Senator Butch Gautreaux, urged 4-H members to reach their potential and the benefits of participating in the 4-H program. It was a great educational opportunity for 4-H members to learn about the Governor's mansion, thanks to TJ Ribs and Mrs. Irene Shepherd, Mansion Director, for making it a successful event.



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## Appendix 6: Leadership Board Photos



The Fashion Board sponsors the Fashion Camp at 4-H University each year.



A State 4-H Officer is addressing the Senate at 4-H Day at the Capital.

The State 4-H Officers appearing before the Legislature at 4-H Day at the Capital.



The Food and Fitness Board members model aprons they received from Rouses after they completed a tour of the store during their Summer Board Meeting.





State 4-H Citizenship Board members perform an environmental community service project.



State 4-H Citizenship Board members learn about the Heifer Project.



SET Board members assist with an electric energy demonstration during the Louisiana Outdoor Science and Technology Camp.



SET Board members building robots at their summer board meeting.



SET Board members helped middle school youth learn about aerodynamics with this balloon demonstration.

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